

Media Message Mix

Create, arrange, and present media that make one message clear.

GRADE 5 • ELA.5.C.5.1

ELA.5.C.5.1 "Arrange multimedia elements to create emphasis in oral or written tasks."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Let each person finish speaking.

2 Explain why your placement helps the message.

3 Keep every element required by the Topic card.

4 Everyone creates an element and explains a choice.

HOW TO PLAY Teams of 3 or 4

1. Form a team of 3 or 4. Get blank paper, pencils or markers, scissors, and tape. Choose one Topic card. Create your own materials; no device or printed photograph is required.
2. Take different Role cards. Use two copies of the card sheet: one set of topics and roles, and both sets of Move cards. Deal 4 moves per player. With 3 players, set aside the spare role and 4 unused moves.
3. Each player chooses at least two of their dealt Move cards. Use those starters or your own words to plan, then play those cards. Unused cards may stay in your hand. Remove only optional extras or revise their placement; keep every required topic element.
4. Make the required headline and two separate visuals on blank paper. Each player creates at least one element; share a large element if needed. Try two arrangements, compare what stands out, and tape down the clearer one.
5. Present your finished arrangement with the required spoken message to another team. Each player explains one placement choice. Ask what message stood out, revise one unclear part, and show the change. Card play alone does not finish the task.

AFTER THE ROUND Check what you did

☐ I helped create a real element for our display.

☐ I compared two arrangements and explained a choice.

☐ I connected our visuals to the spoken message.

☐ I used listener feedback to improve our display.

TOPIC CARDS · Choose one; create every required element, including both visuals.

TOPIC	TOPIC	TOPIC
Welcome Route Create a welcome display for an imaginary school. Include the headline Find Help Fast, a simple map marking an office, a separate drawing of its door, and a spoken welcome line. Arrange both visuals to make finding help clear.	Clean Space Pitch Create a display asking classmates to leave a shared desk tidy. Include a headline, separate before and after drawings of the desk, and a spoken action request. Arrange both drawings to emphasize what should change.	Kindness Week Plan Create a display showing how to welcome someone into a game. Include a headline, separate drawings of an invitation and a welcoming response, and a spoken invitation. Arrange both drawings to emphasize one kind action.

ROLE CARDS · One per player; all players also create and explain an element.

ROLE	ROLE	ROLE	ROLE
Focus Finder Check that the headline and spoken message express one clear idea.	Sequence Setter Help the group compare two possible element arrangements.	Media Matcher Check that both drawings or the map and drawing clarify the message.	Clutter Cutter Suggest revising optional extras while keeping required elements.

MOVE CARDS · Combine two copies; deal 4 each and set unused moves aside.

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
NAME FOCUS “The main message our audience should remember is ____.”	NAME FOCUS “Our headline and spoken line connect because ____.”	PLAN ORDER “I would place ____ before ____ because ____.”	PLAN ORDER “If we swap ____ and ____, the message becomes ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
CREATE EMPHASIS “Making ____ larger or placing it near ____ would emphasize ____.”	CREATE EMPHASIS “These two visuals work together to show ____.”	CHECK CLARITY “Keep the required ____, but remove the extra ____ because ____.”	CHECK CLARITY “Our listeners noticed ____, so we should revise ____.”

Print 2 copies of this card sheet per team of 3 or 4. Use one set of topic and role cards; combine the move cards, deal 4 per player, and set extras aside. Cards last longer on thick paper.

RUNNING THE ROUNDS

Provide the listed art supplies and two card-sheet copies per team. Students make actual displays and present them; evaluate the product and explanation, not completion of sentence frames alone. Three-player groups set four unused Move cards aside. For a second round, choose a different topic and rotate roles. A chart is not needed for the Welcome Route task.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Our message is Find Help Fast. I made the headline so we can place it above both visuals.
Luis	I drew the imaginary school map with an office label. Put it first so the visitor sees where to go.
Ava	I drew the office door. Put it beside the map so the visitor can connect the location and the doorway.
Maya	We tried the door before the map, then swapped them. Now I will say, Welcome! Use the map to find the office and ask for help.
Luis	Our listeners could not find the office label. We made that label larger and removed an extra decorative star, keeping both visuals.

LISTEN FOR

- Every learner helps create an element and explains a placement choice.
- The finished display includes its headline and both required visuals.
- The spoken message and arranged visuals emphasize or clarify the same point.
- A real audience response leads to a visible revision.

Accept different effective arrangements when students explain the effect on the message. Require a headline, both topic visuals, a spoken message, and a change after feedback. Optional decoration may be removed; required elements remain. An oral plan without the finished display is incomplete.